**Intervention Design Helper**

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**Intervention Design Helpe**r: Use this form to assist in developing the intervention plan to be recorded on the Ziggurat Worksheet. Start in either column. After both columns are complete, indicate next to each intervention on which level(s) of the Ziggurat the intervention falls: Sensory/Biological **(SB)**; Reinforcement **(R)**; Structure&Visual/Tactile Supports **(SVT)**; Task Demands **(TD)**; Skills to Teach **(ST)**

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| **Underlying Characteristic(s)**  **SOCIAL**  **#4 Share experiences with other**  **#5 Interact with others**  **#7 Take turns**  **#22 Repetition of phrases** | **Interventions**   * Provide Rocky with a social skills group(lunch bunch) to practice interaction skills by using student and video modeling.(SVT) * Provide direct speech and language services to address pragmatic language deficits, utilizing the “Think Social” curricula. (ST) * Encourage peers and staff to respond to student’s initiatives. (R) * Encourage participation in after school “Best Buddies” program where student is matched with a typical peer. (R) * Script responses to common questions and provide written prompts in communication binder. (SVT) * Generate with Rocky a list of topics of interests with conversation starters. (SVT) * Provide a consistent positive behavioral reinforcement system that rewards positive social experiences. (R) * Provide structured activities such as social games and classroom tasks that emphasize turn-taking. (ST) * Utilize a visual and auditory timer to delineate length of activity engagement. (SVT) * Provide a written schedule of the day and refer to the schedule and clock when Rocky states “Go home?” (SVT) |
| **COMMUNICATION**  **#36 Delayed response**  **#40 Talks excessively**  **#43 Fails to initiate and Respond** | **Interventions**   * Directly instruct attending to the speaker .(ST) * Encourage peers and staff to positively reinforce when student responds to speaker. (R) * Redirect student to visual schedule that delineates break time-a structured time to engage in tech talk. (SVT) * Provide verbal and nonverbal cues to initiate and respond to speaker. (R) * Use comic strips conversation to model initiating and responding. (SVT) * Utilize a behavior map to emphasize importance to the speaker of initiating and responding. (SVT) |
| **SENSORY DIFFERENCES**  **#66 Preoccupied with sensory integration** | **Interventions**   * Provide student with structured sensory diet under the consultation of OT. (SB) * OT to teach body awareness and recognition utilizing the “How is Your Engine Running” program. (SB) * Positively reinforce for recognizing body cues and requesting break prior to engaging in repetitive behaviors. (R) * Redirect student to visual schedule that delineates times for body breaks. (SVT) |